

Emotional Intelligence and Academic Achievement of Male and Female Adolescent Students of District Budgam

Dr. Aamina Parveen¹, Muddasir Hamid Malik^{*2}, Rifat Aziz²

1. Assistant Professor, Department of Education, University of Kashmir, 190006 J&K, India
2. Research Scholar, Department of education, University of Kashmir, 190006 J&K, India.

Email of the corresponding author Malikjavaid321@gmail.com*

Abstract:

We know that emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. This may affect academic achievement of adolescent students. If they are emotionally unstable, it will affect their academic performance and if they are emotionally stable, they will definitely highlight good academic results. The main purpose of this research was to study the emotional intelligence and academic achievement of adolescent students of District Budgam on the basis of sex dichotomy. The sample for this study was 200 adolescent higher secondary students [Male=100, Female =100]. For the measurement of emotional intelligence, Hayde's emotional intelligence scale was employed and for academic achievement, examination results of previous two classes of the sample subjects were taken as their academic achievement. The analysis of the data showed that there was no significant difference between male and female adolescent students on composite score of their emotional intelligence. It has also been found that male and female adolescents do not differ significantly on academic achievement.

Key words: Emotional intelligence, academic achievement, adolescent students, sex dichotomy, budgam

1. Introduction:

Globalization has taken competition to the prime stage, working hard and giving the best results is the necessity of today's environment. Life is becoming tough and harder day-by-day because of tremendous pressures like hours of homework, extracurricular activities and competitive examinations. Students are being compelled to complete their education with single objective in mind that is success. To achieve maximum in minimum time in this high alert environment is the ultimate effort of most of the students and this has created emotional instability among adolescent students.

Decades of research has now confirmed what many people have suspected all along: it is emotional intelligence and not intelligence quotient (IQ) that determines how well someone will perform on the job. Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. It is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Ability EI is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions.

Academic Achievement has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations. (Lent et al, 2000). Crow and Crow (1969) defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self concept, socio economic status, intelligence, etc., adjustment to life.

In this fast changing world of stress, strain and anxiety, the self of a person is in danger. This is truer of an adolescent who is in a very tender age. As adolescents are the vital part of the country, they have great responsibility. It is rightly said that youth can make or mar the future of a nation. Youth is the backbone of society. They are full of vigor and enthusiasm. This period is the most critical period of one's life because this period is the end of one stage and beginning of another. It is no wonder that this time is widely regarded as the

most turbulent period of life which in turn may develop the feelings and wordlessness and lack of confidence which leads to stress in academics.

The primary objective of this research was to study emotional intelligence and academic achievement of adolescent students of District Budgam on the basis of sex dichotomy.

2. Hypotheses:

- I) There is a significant difference between male and female adolescent students on emotional intelligence (composite score).
- II) There is a significant difference between male and female adolescent students on academic achievement (composite score).

3. Materials and method

This research was designed to study the emotional intelligence and academic achievement of adolescent students of District Budgam on the basis of sex dichotomy, as such descriptive method was employed for the study.

3.1 Sample:

The sample for the present study was collected randomly from ten higher secondary schools of District Budgam, Jammu and Kashmir. The sample of 200 students were selected for this study [male= 100, female =100].

3.2 Tools used:

- I) For the measurement of emotional intelligence, emotional intelligence scale developed by Hyde et.al. was used.
- II) For the measurement of academic achievement, examination results of previous two classes of the sample subjects were taken as their academic achievement.

3.3 Statistical treatment:

The data collected was subjected to the following statistical treatment

1. Mean
2. S.D
3. t-test

4. Analysis and interpretation:

In order to achieve the objectives formulated for the study, the data was statically analyzed by employing t-test.

4.1 Emotional intelligence of male and female adolescents (composite score)

Group	N	Mean	S.D.	t-value
Female adolescents	100	130.71	14.90	0.61
Male adolescents	100	131.91	12.68	

The perusal of above table shows that the two groups do not differ significantly on emotional intelligence. The calculated t-value (0.61) is less than the tabulated t-value (1.96) at 0.05 level of significance, which depicts that there is no significant difference between male and female adolescent students on emotional intelligence (composite score). Thus from the confirmation of the results from the above table, the hypothesis which reads as, "There is a significant difference between male and female adolescent students on emotional intelligence (composite score).", stands rejected.

4.2 Academic achievement of male and female adolescents (composite).

Group	N	Mean	S.D.	t-value
Female adolescents	100	58.60	15.46	1.85
Male adolescents	100	54.91	12.55	

The perusal of above table shows that the two groups do not differ significantly on academic achievement. The calculated t-value (1.85) is less than the tabulated t-value (1.96) at 0.05 level of significance, which depicts that there is no significant difference between male and female adolescent students on academic achievement (composite score). Thus from the confirmation of the results from the above table, the hypothesis which reads as,

“There is a significant difference between male and female adolescent students on academic achievement (composite score).”, stands rejected.

5. Conclusion:

There has been found no significant difference between male and female adolescent students on composite score of their emotional intelligence. It can be concluded that regarding the present sample of male and female adolescents either of the two are emotionally intelligent on the basis of composite score. It has also been found that male and female adolescents do not differ significantly so far as self awareness is concerned. It cannot be said that whether male adolescents are more aware about their selves or female adolescents.

6. Implications of the study:

The present study implies that the males being more self motivated is helpful for themselves to cope with their aggression and have beneficial effect on the family as an independent head. The study also explores that females with good self development and management of relations have positive effect on their married life. Taken in combination, the study findings increases our understanding of relationship between various factors of emotional intelligence on male and female adolescents and their achievement in school and latter on success in future life.

7. References

- Kumar, R. et.al. (2008) Emotional intelligence perspectives in organization. Delhi India: Academic intelligence.
- Sharma, R.N. and Sharma, R.K. (1996) Advanced Educational Psychology, New Delhi: Atlantic Publishers and Distributors.
- Farroq, A. (2003) Effect of emotional intelligence on academic performance, unpublished thesis, institute of clinical psychology, university of Karachi, Pakistan.
- Goleman, D. (1995) Emotional Intelligence, New York: Bantam Books.
- Dacay, J.S. (1979) Adolescents Today, California: Goodyear Publishing Company, Inc.
- Salovey, P. and Mayer, J. D. (1990) Emotional Intelligence, imagination, cognition and personality, 9, 185-211.
- Schutte, N.S. et.al. (1998) Development and validation of a measure of emotional intelligence. Personality and individual differences, 25, 167-177.
- Singh, D. (2002) Emotional Intelligence at Work: A professional Guide, Sage Publications, New Delhi Suffolk University.